

**Scottish Borders Council
Education and Lifelong Learning**

Quality Improvement Framework

Planning a Curriculum for Excellence

**MELROSE
PRIMARY SCHOOL**



Melrose Primary School

**School Improvement Plan
Session 2015/2016 (final)**

School Vision, Values and Aims

Our vision, values and aims are set in the context of the Education and Lifelong Learning Strategic Improvement Plan and How good is our school?

At Melrose Primary School our vision is '**To be the best we can be**'

This vision is embedded in our school's **aims** to:

- create a welcoming and happy environment where all achievement is celebrated
- listen to and consider all points of view
- provide a variety of stimulating opportunities and experiences to maximise potential
- equip children with the skills for life and for the future
- recognise and support different styles of learning and teaching
- work in partnership within our school and the wider community

Our **values** guide the way we work.

Together we will:

- respect and look after each other and the world around us
- create a challenging, engaging and responsive environment
- provide a safe, supportive and inclusive community where we value everyone
- build on the strengths, interests and aspirations of all
- promote equal opportunities, respect diversity and value the special contribution everyone can make
- actively encourage and promote health and well being

Session 15/16	School/s: Melrose Primary School	Curriculum Priority for improvement and brief description: Curriculum plan To develop and refresh our curriculum.		
Learning Community Link	HGIOS Quality Indicators/Theme: 1.1, 2.1 , 5.1, 5.3 , 5.4 , 5.9 Standards for registration: 2.1.1, 2.1.5, 3.1.1, 3.1.3, 3.1.4, 3.3.1			
<p>Measurable outcomes for learners:</p> <ul style="list-style-type: none"> • Learners will be actively engaged in learning. • Learner prior knowledge and specific areas of interest will be used to plan sequences of learning and teaching. • Learners are able to make connections between areas of learning. • Learners will be clear about the aim of their work and what it means to complete it successfully • Assessments will be fit for purpose, appropriately valid, reliable and proportionate. <ul style="list-style-type: none"> ○ Evidence will come from day-to-day learning as well as specifically designed assessment tasks, activities, tests. ○ The nature of evidence gathered will be appropriate to the type of learning being assessed, the learning context and the learners' preferences about how to show what they know, understand and can do. • Learning activities will match the needs of individual learners. Tasks, activities and resources will provide appropriate support and challenge to enable all learners to maximise their progress. • Learners grow as citizens. They have a deeper understanding of the attributes and capabilities within the four capacities. 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
Review the Melrose Primary School curriculum plan to: <ul style="list-style-type: none"> • Ensure 'bundling' of E's and O's are appropriate • Ensure progressive teaching of skills • Identify key skills to be assessed 	SMT - DF Teachers	June 2016	8 X CAT sessions throughout 2015/16 (Including moderation focus – see below)	Teachers plan using bundles of E's and O's at appropriate level for groups and individuals. Planning for assessment planner identifies key skills to be assessed. Monitoring of forward planning and consultation meetings evidences that plans ensure progressive teaching of skills and provides challenge and application of learning.
Further develop the moderation process across the curriculum, based on a range of valid and reliable assessment evidence	SMT – DF Teachers	June 2016	8 X CAT sessions throughout 2015/16 (linked to sessions above)	Planning for assessment planner identifies key skills to be assessed Monitoring and consultations evidences relevant assessments in planned learning.

focussing on the significant aspects of learning. Ensure teachers continue to identify valid and reliable evidence at the planning stage and use this to make informed decisions about progress, attainment and next steps in learning (significant aspects focus).				Teachers engage in regular high quality professional dialogue for planning and moderation. Significant aspects of learning evidenced in planning and used in professional dialogue during moderation.
Teachers to plan for opportunities for learners to develop and apply critical literacy skills across the curriculum.		June 2016 (link to Earlston Cluster critical literacy plan)	½ in service – Thursday 12 November 2015	Use of Eildon East critical literacy toolkit and supporting resources are embedded in practice. Monitoring and consultation evidences a consistent approach to the learning and teaching of critical literacy skills across the curriculum.
Science – embed the use of the progression pathways.	SMT Teachers EELC	June 2016	Incorporated in curriculum plan CAT sessions	Science skills delivered progressively through curriculum plan (IDL)
Within PE develop understanding and begin to plan coherent and progressive teaching of skills.	SMT-GI LT- PECST Teachers	October 2015	1 X CAT session Incorporated in curriculum plan CAT sessions	PE skills delivered progressively through curriculum plan (IDL)
Teachers to have an increased understanding of personal and wider achievement.	SMT-JW Teachers	May 2016	Collegiate time Management time	Evidence of opportunities for wider achievement within teaching and learning experiences.
Identify and plan opportunities for wider achievements to develop pupil's capacities as successful learners, confident individuals, responsible citizens and effective	SMT-JW Teachers	June 2016	Collegiate time Management time	Opportunities for wider achievement permeate the curriculum Through pupil dialogue and classroom observations their understanding of the 4 capacities.

contributors.				
Evaluate and further develop the plan for wider achievement sessions	SMT – JW Teachers	November 16	Management time Collegiate time	Plans in place and implemented effectively.
Further develop parental understanding of wider personal achievement.	SMT – JW	June 2016		Parent information leaflet created and shared with all parents.
Next steps				

Session 15/16	School/s: Melrose Primary School	Curriculum Priority for improvement and brief description: Literacy Further develop understanding and teaching and learning of listening and talking.		
Learning Community Link	HGIOS Quality Indicators/Theme: 5.1 Standard for registration links: 2.1.3, 3.1.1,			
Measurable outcomes for learners: <ul style="list-style-type: none"> • Learners receive appropriate support and challenge within listening and talking experiences and activities in all areas. • Learners develop appropriate listening and talking skills to meet their needs. • Learners can discuss their progress within listening and talking and identify their next steps in learning through the Personal Learning Planning process. • Learners apply listening and talking skills through a wide range of appropriate and relevant experiences and opportunities across the curriculum. 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
Teachers will further develop their understanding the progression of core skills within listening and talking.	MT-LR Teachers	September 2015 On-going	CAT session: 30 th September 2015	Progressive teaching of listening and talking skills is evident.
Teachers will plan for the development of progressive skills in listening and talking.	Teachers	On-going: medium and short term planning	Collegiate time RICCT/ Planning time MT monitoring: Planning consultations	Progressive listening and talking experiences and opportunities are identified, planned for, implemented and assessed consistently in all classes. There is evidence of appropriate target setting and evidence relating to listening and talking skills within Personal Learning Plans.
Teachers will identify and plan for opportunities for the transfer and application of skills in listening and talking across learning.	MT Teachers		CAT linked to curriculum planning	Listening and talking skills are embedded effectively within curricular planning.
Next steps				

Session 15/16	School/s: Eildon East Learning Community	Curriculum Priority for improvement and brief description: Science To ensure delivery of high quality learning experiences in science across Early, 1 st and 2 nd level with clear links to learning at 3 rd level.		
Learning Community Link	HGIOS Quality Indicators/Theme: 2.1 Learner Experiences <ul style="list-style-type: none"> • the extent to which learners are motivated and actively involved in their own learning and development 5.1 The Curriculum <ul style="list-style-type: none"> • The development of the curriculum / transitions 5.2 Teaching for effective learning <ul style="list-style-type: none"> • the learning climate and teaching approaches • judgements made in the course of teaching 			
Measurable outcomes for learners: <ul style="list-style-type: none"> • Learners will begin to develop an understanding of a range of science skills. • Learners will build confidence in use of scientific equipment during their primary education • Learners will build up a wide range of scientific knowledge 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (How do you know?)
Science working group continue to engage with Education Scotland guidelines to identify support required to ensure effective implementation of pathways of learning across Early, 1 st & 2 nd level	Science working group	Sept 2015	Identification and planning of training and support resources required by schools 1 day science group meeting - PT backfill time.	Teacher understanding of the expectations of science content to be delivered is clear and supported in all schools by members of the science working group.
CPD on identified aspects of science concepts is planned and delivered by science group members	Science working group	Sept 2015 - April 2016	CAT sessions or CPD time	Staff training needs identified and CPD made available to staff as required .

<p>Primary and secondary science staff work together to develop assessment and transition opportunities and support resources to be shared with all staff.</p>	<p>Science working group</p>	<p>Oct / Nov 2015 Jan / Feb 2016</p>	<p>2 x 1 day science group meeting – PT backfill time CAT or CPD time</p>	<p>Primary teacher confidence in the teaching of science is improved. Teachers across primary and secondary stages have a shared understanding of the development of science in primary schools.</p>
<p>Evaluation of progress in achieving delivery of high quality learning and teaching in science</p>	<p>Science working group</p>	<p>May 2016</p>	<p>1 x CAT session – school evaluation Science group meeting - half day – PT backfill time</p>	<p>Sharing of evaluations from schools indicates successful implementation of skills and concepts progression pathways and an increase in the quality of provision in science.</p>
<p>Next steps</p>	<p>Continue to build on moderation and transition opportunities. Monitor and review impact across cluster schools.</p>			

Session 15/16	School/s: Melrose Primary School	Developing leadership of learning and teaching Priority for improvement and brief description: planning for learning Ensure planning is as focussed and streamlined as possible. The planning (design) process ensures learning has breadth, is challenging, and enables learners to develop and apply their learning.		
Learning Community Link	HGIOS Quality Indicators/Theme: 1.1, 2.1, 5.2, 5.3, 5.4 Standard for registration: 2.1.5, 2.3.1, 3.1, 3.3			
Measurable outcomes for learners:				
<ul style="list-style-type: none"> • Learners know the purpose and are able to use both learning intentions and success criteria to know where they are going in their learning and what counts as quality work • Learners are more involved in planning their learning stimulating their interest, making them think and develop their confidence • Learners receive appropriate support and challenge in lessons • Learners' experiences are well matched to their needs sustaining motivation and attention • Learners are owners of their own learning • Learners have high-quality learning experiences planned with understanding of where they are with their learning 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (How do you know?)
Self-evaluation of current practice within short term planning	SMT-GI Teachers	August 2015	2hrs August in-service	Planning is as focused and streamlined as possible. Increased teacher time to focus on teaching. Teaching is responsive to learners needs.
Short term planning Plan/agree: <ul style="list-style-type: none"> • Actions/next steps • Use of reflective log for teaching and planning 	MT All teachers	17 August 2015 June 2016 (Evaluation of impact of process)	Collegiate time (RICCT)/planning time. Incorporate reflection beginning of curriculum planning CAT sessions	Planning, through self-evaluation, is more responsive – teachers are able to make effective instructional adjustments to plans to meet learning needs. Planning focuses on what will be learned and how it will be achieved.
Formative assessment strategies: Further develop use of success criteria and feedback	All teachers MT	June 2016	Consultation meetings MT/CT Monitoring and observations Planning time	Effective feedback is used to move learning forward. Learners are aware of their progress, strengths and next steps in learning. Effective feedback is used consistently across all classes. Success criteria identified and used consistently to ensure learners know when they have been successful.

Further develop pupil skills to enable them to select appropriate evidence of progress in learning relating to targets set within Personal Learning Plans. Increase flexibility of approach in relation to timescales for pupils sharing PLPs with parents.	Teachers	June 2016	Peer monitoring – collegiate time	Learners' involvement and understanding about their progress enables them to select appropriate evidence for their Personal Learning Plans. Learners' share PLPs flexibility on an individual/class basis. Progress in learning can be tracked through Personal Learning Plans.
Engage in professional dialogue. Identify valid and reliable evidence at the planning stage. Use this evidence to make informed decisions about progress, attainment and next steps in learning (focus on Significant Aspects of Learning) in literacy (reading, writing, listening and talking) and numeracy and mathematics.	All teachers MT	June 2016	Planning time Consultation meetings MT/CT Monitoring and observations	Assessment information is used consistently across all classes. Valid and reliable evidence is used to: <ul style="list-style-type: none"> • inform planning to ensure: <ul style="list-style-type: none"> ○ teaching meets the needs of individuals and provides appropriate support and challenge ○ gaps/weaknesses in learners' knowledge and skills are identified and addressed • report to parents about what their child has achieved and how well they are doing against National Expectations including where they are achieving within a level in literacy and numeracy and mathematics
Continue to implement the principles and practices within Building the Ambition.	ELCC staff SMT-GI	ongoing	Planning time Consultation meetings MT/SNN/CT with responsibility for development of Early Level teaching	Further development of continuing provision within a 'free flow' environment. Planning is responsive to children's interest both inside and outside. Children are encouraged to engage deeper in play through effective questioning.
Improve the Early level provision, including the transition between ELCC and P1. Develop a more learner centred and developmentally appropriate practice P1.	SMT Teachers ELCC staff	June 2016	Management time Collegiate time Consultation meetings MT/SNN/CT(BL)with responsibility for development of Early Level teaching	Through monitoring and observation learners are engaged and challenged through active learning that is child-centred. Learners build on previous experiences and develop skills and attributes through exploration and investigation while following their own interests.

<p>Learning and teaching policy to be written. Guidance papers already in use in school e.g. PLP, reporting etc. to be incorporated as appendices.</p>	<p>SMT</p>	<p>November 2015</p>	<p>Management time</p>	<p>All teachers have clarity about the expectations and practice in learning and teaching within Melrose Primary School. Consistency of practice across all classes.</p>
<p>Next steps</p>				

Session 15/16	School/s: Melrose Primary School	Developing leadership of learning and teaching Priority for improvement and brief description: Literacy Well-judged, proportionate approaches to self-evaluation, quality assurance and moderation are understood by all.		
Learning Community Link	HGIOS Quality Indicators/Theme: 1.1, 5.3 Standard for registration links: 2.1.5, 3.1.3, 3.1.4, 3.3.1			
Measurable outcomes for learners: <ul style="list-style-type: none"> Learners receive appropriate support and challenge within listening and talking and writing experiences and activities across the curriculum. Learners are aware of their progress and next steps in learning within listening and talking and writing. 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (How do you know?)
Teachers use a range of valid and reliable evidence to inform judgements about the progress of learners in relation to National expectations within listening and talking.	Teachers MT	June 2016	CAT session (reporting) 24 th November 2015 MT monitoring: Attainment consultations	Teachers confident in using robust assessment evidence to make judgements about learners' progress.
Teachers report on learners' progress in terms of Curriculum for Excellence levels within listening and talking.	Teachers	March 2016	Seemis reporting SMT time - quality assurance of written reports	Written reports identify progress made in listening and talking, including levels.
Evaluate and further develop current writing criteria in terms of progress within a level. Categorise criteria in terms of developing, consolidating and secure.	Teachers: Early level-BL 1 st level-GM-2 nd level RK	September 2015	Time – class cover by MT Management time	Writing criteria used to support judgements made about pupil progress in writing in line with National expectations.
Develop the use of ICT ('Clicker' software) to support writing across the curriculum.	MT-LR Teachers	June 2106	CPD time	Teachers, support staff and pupils use 'Clicker' to support and enhance teaching and learning in writing across the curriculum.

<p>Further develop the moderation of writing at management level, incorporating moderation within a level across classes.</p> <p>Further develop pro-forma for recording moderation of writing at management level.</p>	SMT	June 2016	Planned management moderation time: October, January, April	SMT monitor pupil progress and attainment in writing across all stages.
Next steps				

Session 15/16	School/s: All Schools in Earlston Cluster	<p>Priority for improvement and brief description:</p> <p>Developing excellent critical reading forms part of the responsibility for all teachers in developing literacy.</p> <p>Year 1 - the project is for all primary and secondary English and literacy teachers to have a joint understanding of excellent strategies and approaches to support the development of critical reading, from 3-18. Teachers will implement a shared approach, planning together, joint feedback and evaluation, and beginning to lead to effective moderation based on a shared understanding of levels.</p> <p>Year 2 – primary and secondary English and literacy teachers across the LC will be confident in making judgements about the progress of young people in critical reading, based upon a valid and reliable range of evidence coming from joint approaches. The impact of effective critical reading is explored across all curricular areas, and effective strategies are used by all primary and secondary teachers.</p> <p>Year 3 – all teachers across all curricular areas will be confident in making judgements about the progress of young people in critical reading (literacy) in their area.</p>
Learning Community Link <i>Critical Reading is a LC priority this year. (Literacy)</i>	<p>HGIOS Quality Indicators/Theme: 5.1, 5.2, 5.3, 5.4</p> <p>Standard for Registration: 2.1.5, 3.1.3, 3.1.4, 3.3.1</p>	

<p>Measurable outcomes for learners: (Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants)</p> <ul style="list-style-type: none"> • The aim is for learners to be using an increasing range of critical reading strategies (based on the work of Bill Boyd): <ul style="list-style-type: none"> ○ Across all ages, young people are utilising higher order thinking approaches with reading (e.g. summarising, asking questions and evaluating) Lesson observations, focus group reflections by young people, evidence in teacher plans and consultations, feedback from CAT sessions. ○ The quality of their responses to critical reading is improved, more analytical and evaluative. Focus group reflections by young people, comparing responses over time, individual and group assessments of progress, consistent application of an assessment task. ○ Young people experience a consistent approach to the learning and teaching of critical reading across the learning community, from 3-18. Survey monkey evidence about confidence of staff and usage of techniques, moderating the P7 critical reading assessment over time, comparison over time of baseline testing in reading. 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
Step 1: Evaluation Meeting – Primary and Secondary colleagues meet to review Year 1 progress.	Planning group:	Summer Term – June 2015	Twilight Review Meeting at EHS – 25 th June Action plan decided for Year 2.	
Step 2: Moderation Meeting & Sharing good practice session at EHS	P6/7 teachers & LMcD (EHS)	September	Twilight session – P6/7 teachers. Moderation materials gathered in advance.	

Step 3: CAT session (TBC) focused on sharing good practice and resources.	Primary staff	TBC	To be organised in cluster by Primary staff.	
Step 4: Critical Literacy Inset	Secondary staff Primary staff	Friday November 13 th	At EHS - Primary staff will bring resources and materials to share with Secondary Liaison teacher to provide an opportunity to discuss strategies and how to modify and develop approach.	
Step 5: Primary teachers consider excellent strategies and continue to embed by sharing resources on GLOW and observing colleagues	Primary staff	By Summer 2016	Requires commitment to trying strategies, supporting observation, joint planning and monitoring progress through school structures.	
Step 6: Primary staff seek opportunities to liaise with and observe Secondary colleagues to help further develop and embed strategies.	Primary staff Secondary staff	By Summer 2016	Requires supply cover to be released to do this.	
Step 7: Planning group reconvene to evaluate the project and plan for Year 3.	Planning group	Summer 2016	Requires supply cover to be released to do this.	
Next steps	To progress we would plan to extend development of Critical Literacy skills into unfamiliar contexts to really develop learners' ability to use skills to think critically. See above for ideas for Year 3.			

Session 15/16	School/s:	Developing leadership of learning and teaching Priority for improvement and brief description: Modern languages 1 + 2 To further implement the recommendations of Language Learning in Scotland: A 1+2 approach to improve language experiences for pupils		
Earlston Cluster	HGIOS Quality Indicators/Theme: 2.1, 4.2, 5.1, 5.2, 5.3 Standard for Registration: 2.1.3, 2.2.2, 3.1.1, 3.1.3, 3.1.4, 3.1.5, 3.4.1, 3.4.2.			
Measurable outcomes for learners:				
<ul style="list-style-type: none"> • Learners will continue to develop their understanding of the purpose and value of learning languages. • Learners will have improved access to an additional language from Primary 1/at an earlier stage in their primary education • Planning for transitions for learners in Modern Languages will be further developed, with the aim of learners experiencing better progression and continuity in their skills and knowledge development between stages and schools • Learners experience language learning as part of their daily classroom routine and through lessons • Learners experience in language learning is enhanced through use of international links, IT, media, GLOW, theatre, business links, etc. 				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (<i>How do you know?</i>)
Language Reps for each school identified for the purposes of planning, communication and in school leadership where not effectively established.	HTs	September 2015		Staff and schools are clear about who has responsibility for language learning. Enhanced communications are resulting in more consistent language learning experiences across the schools involved for learners.
Primary staff are supported and encouraged to undertake Professional Learning opportunities in language to meet their identified needs.	HTs and L Reps Development Officer (DO)	Ongoing from August 2015	CLPL	Primary teacher confidence in the teaching of modern languages is improved. Learners experience a more coherent and progressive language learning experience.
All schools in the cluster to self-evaluate their progress in primary language learning using the self-evaluation pro forma provided. (These should be submitted to SBC rep responsible for languages)	HTs with in school trainer support	September 2015	1 x 1 hour	Schools will have a clear overview of their progress and will be able to identify next steps.

Teachers will engage further with Education Scotland guidelines to continue to develop their understanding of Language Learning in Scotland: A 1+2 approach including the recommendations for L3. (In conjunction with the self-evaluation process above)	HTs and L Rep	September 2015	1 x 1 hour	Teacher understanding of the expectations of Language Learning in Scotland: A 1+2 approach is clear and supported. Learners' languages experiences are becoming more aligned with the expectations of the recommendations.
Teachers continue to explore and further engage with using L2 in daily routines/classroom practice.	CTs	Ongoing	1+2 budget	Learners at all/more stages in the primary begin to experience language learning through a (more) embedded and integrated approach. Teachers have increased confidence in teaching languages and an enhanced understanding of knowledge about language skills.
All schools will establish contact and make initial links with a school in France where a school does not already have a partner (using e-twinning)	DO and per school	January 2016	Schools to determine	Groups of learners will have opportunities to apply their language skills through contact with peers in a French speaking school.
Collaborate and develop a cluster approach to P7 – S1 transition through liaison and joint working.	DO and per school	TBC		Planning is initiated to ensure that learners' progress in skills development and language knowledge is shared within the transition process and learners experience better progression in their skills and knowledge development between classes and from P7 to S1. Learners are more engaged and involved in tracking and evaluating their progress in language learning.
Next steps				

Session 15/16	School/s: Melrose Primary School	Developing leadership of teaching and learning Priority for improvement and brief description: Numeracy To raise attainment in numeracy and further develop the teaching and learning of core numeracy skills		
Learning Community Link Earlston Cluster and Melrose Primary School	HGIOS Quality Indicators/Theme: 1.1, 5.1, 5.3, 5.9 Standard for registration: 2.1.1, 2.1.3, 3.1.2, 3.2.1			
Measurable outcomes for learners: Raised standards of achievement and attainment in Numeracy and Mathematics for all children. Learners aware of their next steps in learning within the 'progression drivers' (Big Maths) Coherent progression in learning through the experiences and outcomes in Numeracy and mathematics. A variety of learning and teaching approaches are used to ensure pupils are challenged and their needs are met				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (How do you know?)
Implementation of Big Maths programme to develop core numeracy skills.	SMT – DF Teachers	June 2016	2 x in-service sessions (1 x in-service session delivered by Big Maths consultant) 2 X Cat sessions	Evidence in planning and observation that the learning sequences within Big Maths are being implemented (CLIC) Monitor the impact of the changes made through the implementation of Big Maths programme. (monitoring of progress through 'progress drivers')
Further develop the teaching and learning of core numeracy skills.	SMT – DF Teachers	June 2016	As above (incorporated during implementation of Big Maths programme)	Monitoring and observations evidence that planning is responsive to meet the needs of all learners. Attainment in core numeracy skills raised.
Plan opportunities to further develop parental understanding of teaching and learning and curriculum developments – information evening with workshops.	SMT - DF	May 2016	Parent information evening - numeracy focus	Feedback from parents (e.g. exit cards following information evening) Parental questionnaire/survey.
Continue to encourage and support teachers to observe and share good practice as part of their continuing professional development (building on TLC practice)	SMT Teachers	June 2016	Collegiate time (RICCT) Staff meeting time	Individually and with colleagues, teachers evaluate their own class work as reflective practitioners and make improvements.
Next steps				

Session 15/16	School/s: Melrose Primary School	Developing leadership of learning and teaching Priority for improvement and brief description: NUMERACY		
Learning Community Link <i>(To LC plan if applicable)</i>	HGIOS Quality Indicators/Theme: 1.1 Improvements in performance 5.1 The Curriculum 5.3 Meeting Learners Needs 5.4 Assessment for Learning 5.9 Improvement through self-evaluation			
<p>Measurable outcomes for learners: <i>(Planned indicators of success, what will success look like. Include potential measurable data, observations and feedback from participants)</i> The needs of Earlston Cluster learners will be better met with attainment and achievement improving over time as a result of a more systematic and rigorous analysis of data and approaches. This will include standardised tests/ insight, teaching and learning approaches, curricular frameworks and focused planned intervention in order to secure continuous improvement.</p> <p>Learner's progress and achievement will be tracked and monitored in line with comparator/cluster schools.</p>				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved <i>(How do you know?)</i>
Step 1 HTs collate Pips & Inca data from last sessions from P1,P4 & P7 cohort across the cluster. Share Insight and relevant secondary data to analyse cluster schools, track cluster attainment and identify areas of strength and need within and across schools and levels.	Earlston HTs	Term 1	HT Cluster meeting Data	
Step 2 Cluster schools to share their current maths and numeracy programmes/ frameworks in order to consider pace, support, challenge and experiences of learners across the cluster at different levels.	Earlston HTs/SMT	Term 1	HT/SMT Meeting Time allocated to meet Schools plans and frameworks	

<p>Step 3 To consider as a cluster and/or each individual school, a plan that addresses needs identified through analysis e.g. consideration of other stages to complete INCAS, particular areas of targeted focus or teaching and learning approaches.</p>	Earlston HTs/SMT	3 CAT sessions	Time for development Flexible across each school Individual school resources as required	
<p>Step 4 Cluster to engage with Numeracy Framework as and when delivered by SBC.</p>	Earlston HTs	TBC	SBC framework Time allocated to meet Possible action plan for engagement and implementation	
<p>Step 5 Impact of action - measured through value added data</p>	Earlston HTs	Mid May for INCAS / June for PIPS	Data for analysis Time allocated to meet	
<p>Step 6 Earlston HTs review and agree next steps.</p>	Earlston HTs	June 2016	Time Evaluative materials	
<p>Next steps</p>				

Session 15/16	School/s: Melrose Primary School	Inclusion Priority for improvement and brief description: raise attainment in literacy and numeracy		
Learning Community Link	HGIOS Quality Indicators/Theme: 1.1, 2.1, 5.3, 5.4, 8.4 Standards for registration: 2.1.4, 2.1.5, 3.1, 3.3.1 , 3.4			
Measurable outcomes for learners: Attainment for all learners raised, the gap between the lowest and highest reduced. Learning activities match the needs of all learners with differing abilities and aptitudes Learners will be more confident in learning and see themselves as partners in the learning journey All learners will make expected progress, or above, in literacy and numeracy Teachers take full responsibility for meeting the needs for all learners in their class				
Steps/actions required	By Whom	By when	Resources or decisions/agreements required	Monitoring Progress; What has changed or been achieved (How do you know?)
All data, including standardised assessments data, formative assessment data and class teacher knowledge and professional judgement, to be used to plan where intervention will be targeted. Focused, achievable and measurable outcomes to be used.	Teachers SfLT SMT	June 2016	Consultation meetings – SMT and SfL SMT/SfL meetings	Learners are identified for inclusion in literacy and numeracy intervention groups, progress identified and tracked.
Further develop strategies and procedures for focused and targeted support for learners, to close the gap, for those under achieving and to meet the needs of all including the more able.	SMT SfLT Teachers	June 2016	Consultation meetings – SMT and SfL	Teachers planning reflect the needs of all learners, challenge and support planned for. Interventions and pupil groups are adapted and flexible.

Class teachers to further develop understanding of Individualise Educational Planning (IEPs), through professional reading (CfE Briefing paper 13).	SfLT Teachers	December 2015	Continuing professional learning time.	Teachers have clear understanding of the purpose of an IEP. IEPs are effectively used as working documents impacting positively on the progress learners make.
Further develop the systems for tracking and monitoring progress and targeting support to raise attainment.	SMT-GI	June 2016	SMT meetings Management time	Learners' progress in literacy and numeracy is rigorously tracked. The attainment of learners has improved. Moderation data shows consistency in standards across year groups.
Evaluate impact of improvement to the transition process.	SMT Teachers	April 2016	½ in-service 29 April 2016	At transition points there is continuity and progression in learning for all pupils.
Involve a greater range of stakeholders in self-evaluation	SMT	June 2016	SMT meetings	There is a joined up approach to school improvements. Account is taken of the results of self-evaluation, actions actioned.
Better Eating, Better learning audit and plan next steps.	SMT - GI		½ CAT 9 September 15	Audit completed and next steps planned to be implemented in 2016-2017.
Review the school vision, values and aims to ensure they are appropriate to be used as a basis for reviewing our work.	Pupil Council Parent Council Staff	May 2016 May 2016 May 2017	Pupil Council meeting time. Parent council meetings throughout the year.	Learners and parents beginning to be involved in the review process. Next steps in the process are planned.
Next steps				

Other continuing improvements which do not have an action plan.

- Further develop the use of GLOW to support and enhance learning.
- ICT - Software to be explored to support learning in computer programming at Second Level.
- Evaluate the ways we report to parents to ensure our processes reflect the purposes of reporting to parents as defined in Building the Curriculum 5.
- Improve strategies and systems for asking and taking account of parental views.
- For parents of Primary 1 pupils plan:
 - an opportunity to develop their understanding of the teaching of reading, the reporting process and Personal Learning Planning
 - opportunities to observe the teaching environment in action – ‘fly on the wall visits’
- Embed a deeper understanding of the links between the Standards for Registration, continuing professional development, school improvement, planning and self-evaluation.
- Continue with the planned developments for the school garden.
- GIRFEC – continue to embed understanding of well-being indicators within teaching and learning (all staff, pupils and parents).
- Within ELCC PLPs - ensure recognition of health, welfare and safety in line with the Care Inspectorate recommendations.
- Support for learning model of practice of intervention to be further developed.